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ABSTRACT

During fiscal year 1978, the Montana Office of Public Instruction administered Johnson-O'Malley (JOM) Act funds totaling $684,200 for projects affecting 4,501 eligible students on the Crow, Fort Peck, Fort Belknap, and Rocky Boy's Indian Reservations. Funds were awarded on a per capita basis to provide supplemental educational programs for Indian children who were not achieving at the same rate as their counterparts in the school. Programs involved basic skills development as well as increased cultural activities. The Blackfeet, Northern Cheyenne, and Flathead tribes administered their own JOM program funding. The Montana Indian Education Conference was attended by 455 persons and the Inter Tribal Youth Practicum, sponsored by the Crow Tribe, was attended by 90 JOM eligible high school students from Montana and Wyoming. The Seventh Annual All-Indian Speech and Debate Tournament provided Montana's Indian students an opportunity to participate in top level speech and debate competition. School reports of JOM funded projects, the JOM annual financial report, JOM administrative budget, a summary of allocations, a summary enrollment and financial report, and JOM enrollment data comprise the report. Tabular data pertain to JOM allocations and numbers of eligible Indian students for fiscal years 1948-78, and JOM allocations by reservations. (AN)

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Annual Report of Indian Education

Johnson-O'Malley Activities
Fiscal Year 1978

in MONTANA

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State of Montana
Office of Public Instruction
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Helena, MT 59620

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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1978 Johnson-O'Malley Program

During Fiscal Year 1978 the Office of Public Instruction was again involved in the administration of Johnson O'Malley Act funding for schools on the Crow, Fort Peck, Fort Belknap and Rocky Boy's Indian Reservations. Three other tribal groups were involved in P.L. 638 contracts to administer their own Johnson-O'Malley program funding. These tribes were Blackfeet, Northern Cheyenne and Flathead. Although these tribal contracts affected many students, the Office of Public Instruction administered projects totaling $684,200 affecting 4,501 eligible students.

The statewide Montana Indian Education Conference was held in Missoula, Montana, at the University of Montana, and was co-sponsored by the Native American Studies Program at the university. The theme for this year's conference was "Let us not look back in anger, nor forward in fear, but around in awareness." Dr. Murton McCluskey, Director of Indian Education in the Great Falls Public Schools, and Dr. Robert Swan, Director of Fort Belknap Tribal Education Department, gave the keynote addresses. The All Indian High School Speech and Debate winners were guests at the conference and spoke during the banquet. In addition, Miss Indian America, Gracie Ann Welsh, spoke to the crowd of 455 participants.

The Inter Tribal Youth Practicum was sponsored by the Crow Tribe and was held at Black Canyon on the Crow Reservation. The Practicum was attended by approximately 90 Johnson-O'Malley eligible high school students from Montana and Wyoming. Mr. Willie Stewart, Sr., from Crow Agency, was the director of the 1978 Practicum. This event, which exposes Indian students to the operation of tribal government and the Bureau of Indian Affairs, has gained in popularity through the years and has become a unique learning experience for Montana's Indian students. Stan Pretty Paint, from the Crow Reservation, and Wally Allard, from the Flathead Reservation, were selected as the chief and princess of the Practicum. Both Stan and Wally visited Washington, D.C. where they met with Senators Hatfield and Melcher and Congressman Marlenee. They also visited Congress, the Office of Education, the Bureau of Indian Affairs, the National Indian Bank and the Smithsonian.

The Seventh Annual All-Indian Speech and Debate Tournament was held at the University of Montana during Fiscal Year 1978. Winners of the tournament were: Michele Carpenter, Missoula; Sandy Martin, St. Ignatius; Ruth Swaney, Ronan; and Dawn Magee, Browning. This program was sanctioned by the Montana High School Association and provided Indian students from all over Montana an opportunity to participate in top level speech and debate competition.

Funding for regular school district Johnson-O'Malley projects was awarded on a per capita basis during Fiscal Year 1978. There were 4,501 Johnson-O'Malley eligible students identified on the Crow, Fort Peck, Fort Belknap and Rocky Boy's Reservations. The schools received approximately $150 per student to provide supplemental educational programs for Indian children who were not achieving at the same rate as their counterparts in the school. Programs involved basic skills development as well as increased cultural activities.

The Fort Belknap Tribe has indicated that they will contract their own Johnson-O'Malley program during Fiscal Year 1979.

Fiscal Year 1978 Johnson-O'Malley Project Summaries and Evaluations

On pages two through twenty-four are summaries and evaluations of Johnson-O'Malley school district programs on the Crow, Fort Belknap, Fort Peck and Rocky Boy's Reservations. The format of the summaries and evaluations is identical on all reports, however, the content and style of the information is reproduced as it was submitted by the local districts and parent committees.

Crow Reservation

On the Crow Reservation, four public schools, the Crow Tribe and Pretty Eagle, a tribally operated school, received funds from the Johnson-O'Malley program through the Office of Public Instruction. The public schools were Hardin, Lodge Grass, Pryor and Wyola.

Hardin Public School Districts

Hardin schools had five Johnson-O'Malley (J.O.M.) projects for FY '78. They were the Readiness Program, Activity Media, Activity Bus, Indian Student Activity Fees and Indian Student Reading and Language Arts. The schools were budgeted $42,983 for these projects. The number of students served was 722. There were 32 Indians employed by the schools as teachers, aides, bus drivers, janitors, home-school coordinators and activity director.

Activity Media

Narrative

Through the use of arts and crafts media the children were given a chance to develop communication skills. Regularly scheduled classes were held using the curriculum established through years of development and supplemented by the Oral Language curriculum. Students were expected to plan, write about and tell about each project.

Project Objectives

1. To develop language skills.
2. To develop written skills.
3. To develop communication skills.
4. To establish confidence in each child to feel an ability to express ideas through the written and spoken word.
5. To develop the natural artistic ability of the child in an enjoyable setting.

Evaluation

Basic language arts test
Attitudinal measurements through educational assessment program

Readiness Program

Narrative

The Readiness Program has been adopted into the regular educational sequence for five years. The program provided an additional year for students to prepare themselves for first grade.

Project Objectives

1. To develop reading readiness.
2. To develop a positive self-image.
3. To establish confidence in the ability to learn.

Evaluation

This experience was highly beneficial and the majority of these students progressed according to tested ability.

Activity Bus

Narrative

An activity bus was provided to students in addition to the regular routes. One bus covered the route from Hardin to Fort Smith, the other bus went from Hardin to Crow Agency.

Project Objective

To provide a late-hour bus for Indian students involved in school activities.

Evaluation

On sample passenger tallies, done at random throughout the year, an average of 45 students rode the bus. Thirty-nine were J.O.M. eligible and six were non-eligible.

Indian Student Activity Fees

Narrative

Financial aid was provided to eligible J.O.M. students for items such as home economics supplies, athletic shoes for sports and graduation expenses.

Project Objectives

1. To make it possible for Indian students to participate in school activities.
2. To encourage a complete involvement in all phases of the school curriculum, in and out of the classroom.

Evaluation

Student participation in all activities increased as did parent participation and interest in their child's activities.

Indian Student Reading and Language Arts Project

Narrative

Money from J.O.M. was used to purchase supplemental reading and language arts material for the Crow Elementary School. Most of this material was purchased from the Northern Reading Lab and pertained to Native American stories.

Project Objectives

1. To increase the students' reading ability.
2. To develop increased interest in other academic areas through increased reading ability.
3. To increase the students' ability in other academic areas.
4. To improve word usage and imagery through poetry.

No evaluation provided for this project.

Lodge Grass Public School Districts

Lodge Grass public schools had four Johnson-O'Malley projects for FY '78. They were Home-School Coordinators, Tutorial Program, Committee Expenses and Graduation Expenses. The schools were budgeted $30,240 for these projects. The number of students served was 422. Twenty-five Indians were employed by the schools as teachers, aides, cooks and food service, bus drivers, janitors and home-school coordinators. On the elementary school board, three of the five members were Indian; five of nine on the high school board were Indian.

Home-School Coordinators

Narrative

Two bilingual home-school coordinators were hired to aid in discussing problems with Indian students. Their consultation with parents aided the parents in their understanding of school rules. They also secured parental consent for student participation in school and extracurricular activities, lunch program information and other needed news to enable our staff to make plans for the new school year.

Project Objectives

1. To provide bilingual counseling services to Crow students.
2. To maintain personal contact with parents of students having attendance problems.

Evaluation

This may have been the most effective part of our J.O.M. program. The coordinators were able to reach Indian parents, perhaps more effectively than anyone else connected with the school.

Tutorial Program

Narrative

Bilingual high school students tutored elementary children in need of a personal, one-on-one effort. This program was directed by a supervisor who arranged the tutoring schedules, discussed progress with the classroom teachers and ordered the necessary supplies.

Project Objectives

1. To help reinforce needed basic skills.
2. To aid in the boosting of achievement in all ways (i.e. academically, socially and other).

Evaluation

The insistence by the Parent Advisory Council upon only J.O.M. eligible students as tutors made it difficult to meet the original goal of only honor students as tutors.

Committee Expenses

Narrative

This activity provided the Parent Advisory Committee with the fiscal support necessary to attend the Montana Indian Education Conference and other gatherings of value to parents and staff, including the student tutors.

Project Objectives

1. To increase parental participation at J.O.M. meetings.
2. To increase parental knowledge of J.O.M. rules and regulations.
3. To improve each member's effectiveness.

Evaluation

Participation in Parent Advisory Committee meetings was poor most of the time. Only when the delegates to the Montana Indian Education Conference, or when direct money payments were discussed, did we have good parent turnouts.

Graduation Expenses

Narrative

This activity helped subsidize graduation expenses for eighth graders and high school seniors—caps, gowns, announcements, pictures, etc.

Project Objective

1. To make sure that no student missed being involved in the commencement activities because money was not available for the necessary expenses.

Evaluation

Fiscal support was given to 24 eighth graders and 18 high school seniors.

Pryor Public School Districts

The Pryor public schools had five Johnson-O'Malley projects for FY '78. They were Guidance for Plenty Coups High School and Pryor Elementary, Instructional Aides—Plenty Coups High School, Instructional Aides—Pryor Elementary, J.O.M. Committee Expenses and School Improvement Program—Pryor Elementary. The schools were budgeted $34,700 for these projects. The number of students served was 120. Fourteen Indians were employed by the schools as teachers, aides, cooks and food service, bus drivers, janitors and others. Three members of the five-member elementary school board were Indian; three of five of the high school board were Indian.

Guidance for Plenty Coups High and Pryor Elementary

Narrative

This project provided for a full-time guidance person to advise students and provide them with career-counseling. This position operated for the second semester and implemented a system-wide testing program and helped in developing a career education program.

Project Objectives

1. To develop K-12 Testing Program.
2. To develop 9-12 Career Education Program.
3. To counsel students.
4. To guide students in course selection.

Evaluation

The chief value of the project was provision of guidance in course selection and encouragement of students in selection of special activities that resulted in increased involvement and participation. The main weakness of the project was too little professional time.

Instructional Aides—Plenty Coups High

Narrative

Instructional aides were employed to assist teachers in the classroom, to tutor students having academic difficulties, to help make courses more relevant to Indian students, to help students with language problems by using the Crow language and to help Indian students with problems of personal and social adjustments.

Project Objectives

1. To provide assistance to teachers in the classroom.
2. To tutor students having academic difficulties.
3. To help make courses more relevant to Indian students.
4. To help Indian students having language problems.
5. To help Indian students adjust to high school life.

Evaluation

Nothing was more valuable to the student in any of our classes than to have bilingual aides. All of our project objectives were met in some degree. The biggest problem with the project continues to be that of keeping aides inspired and dedicated.

J.O.M. Committee Expenses—Plenty Coups High

Narrative

The project was used to defray travel expenses to state department meetings and other meetings of importance to the Indian community. The election incurred certain expenses which had to be defrayed by the committee (election dinners, mileage to attend local meetings, paper and supplies).

Project Objectives

1. To improve relations within the community in communication and elections.
2. To attend meetings that were important to the education of the children who were benefiting from the J.O.M. program.

Evaluation

One of the main incentives of the J.O.M. Committee was to attend tribal meetings of specific relevance to education. Much is being done with bilingual instruction and more funding should be included in this project to provide for wholesale committee participation.

Instructional Aides—Pryor Elementary

Narrative

The aides were principally involved in assisting teachers in the classroom. They were people with an interest in becoming teachers and were encouraged to take college course work during the academic year and summer. The aides tutored individual children under the supervision of the teacher and assisted in planning and conducting lessons.

Project Objectives

1. To provide help to elementary students, especially those who speak the Crow language.
2. To provide help to the classroom teacher in preparing lessons dealing with Indian children.
3. To help the school faculty develop programs and activities dealing with Crow language and culture.

Evaluation

Nothing was more valuable to the student in any of our classes than to have bilingual aides. All of our project objectives were met in some degree. The biggest problem with the project continues to be that of keeping aides inspired and dedicated.

School Program Improvement—Pryor Elementary

Narrative

This project supported the general improvement of the school program by supporting the following: production of Crow legends and stories, school-community projects, Indian involvement in education, inservice training of teachers and library improvement.

Project Objectives

1. To give Crow Indian students an opportunity to learn about their culture by studying authentic materials.
2. To encourage members of the community to take part in school-related projects.
3. To encourage greater participation by Indian residents in school matters.
4. To continuously upgrade the skills of teachers and aides through an inservice education program.
5. To encourage students to improve their library skills.

Evaluation

The Parent Committee, the faculty and the administration felt that of all federal monies made available for enriching programs for Indian students, this project has been the most useful. The committee felt that this project had a real handle on activities most specifically beneficial to the committee.

Wyola Public School District

Wyola school had four Johnson-O'Malley projects for FY '78. They were Wyola Eighth Grade Cultural Visitation, Primary Language Development, Pupil Services and Parent Involvement and Special Activities Instruction. The school was budgeted $24,931 for these projects. The number of students served was 84. Nineteen Indians were employed by the school as teachers, administrators, aides, counselors, bus drivers, janitors and others. Two members of the three-member school board were Indian.

Wyola Eighth Grade Cultural Visitation Project

Narrative

This project provided for a trip to Seattle, Washington, involving stops at an all-Indian school and other points of interest in that area. This trip was a good learning experience for all the students, both socially and culturally.

Project Objectives

1. To introduce students to new experience in culture and geography.
2. To acquaint students with various aspects of urban living.
3. To provide students with chances to exchange cultural ideas.
4. To provide group interaction activities outside of the classroom.
5. To provide an opportunity for students to strengthen individual interests.
6. To create awareness of career opportunities available in other areas, in addition to those found within our own living area.

Evaluation

A film was put together by the sponsors of the trip and was presented to the community, followed by a dinner. The film was accented by music and presented in such a way that the entire community felt they had gone on the trip with the students. The film featured the places they visited. One especially interesting part was when our boys were showing the students from the school in Washington the art of arrow throwing.

Primary Language Development Project

Narrative

A certified teacher team, with Crow background, taught in grades three and four emphasizing language arts and social studies involving Indian studies.

Project Objectives

1. To increase achievement levels for Indian students in grades three and four.
2. To promote high self-concept and pride in culture.

Evaluation

The standard achievement tests showed measurable gains. The tests showed significant progress in reading and social studies.

Pupil Services and Parent Involvement

Narrative

Home-school coordinator was needed for improving attendance and more parent involvement concerning school activities.

Project Objectives

1. To reduce attendance problems due to lack of transportation, truancy or communication problems with home.
2. To provide high-level information feedback from home to school through personal contact and information program.
3. To insure high involvement and increased awareness by parent committee and community through meetings, conferences and visitations.

Evaluation

We were unable to fill the position for Home-School Coordinator, therefore these funds were unused. Some parental involvement monies were used and had a positive effect on parental involvement. However, if a home-school coordinator had been hired and utilized, the effectiveness of this project would have been greater.

Special Activities Instruction

Narrative

This was a special program offering art/crafts, physical education and health (hygiene) which gave the Indian students a broader range of activity type classes during the school year.

Project Objectives

1. To increase positive self-image, including cultural pride.
2. To develop personal skills and competence.
3. To increase knowledge of traditional Crow practices.

Evaluation

The students all enjoyed art classes and there were times that a certain class would have to be split in order for all students to be able to take advantage of the class. Ceramics, drawing, candle making and other arts were offered. The students took art projects to the Sheridan Inn for a Special Children's Art Show. There was a class in aerobic dancing—special features of exercise put to music. There was also a class in Indian traditional games.

Fort Belknap Reservation

On the Fort Belknap Reservation, two public school districts received funds from the Johnson-O'Malley program through the Office of Public Instruction. They were Harlem and Hays/Lodge Pole.

Harlem Public School Districts

Harlem schools had six Johnson-O'Malley (J.O.M.) projects for FY '78. They were Activity Bus, Co-Curricular Equipment and Supplies, Kindergarten Busing, Distar Aides, Home-School Coordinator and Boarding Home Project. The schools were budgeted $37,813 for these projects. The number of students served was 351. There were five Indians employed by the district as teachers, aides and home-school coordinators. Of the five-member school board, one member was Indian.

Activity Bus

Narrative

This project supplied busing for students to participate in extra-curricular activities.

Project Objective

1. To give children, who, normally, would not be able to participate in extra-curricular activities, a chance to participate.

Evaluation

The program proved very successful in view of the number of students who used this service.

Co-Curricular Equipment and Supplies

Narrative

This program provided funding to needy Indian children for the purpose of purchasing necessary supplies and equipment to participate in extra-curricular activities.

Project Objective

1. To allow more participation in co-curricular activities by J.O.M. eligible students.

Evaluation

The program was widely used and benefitted many J.O.M. students who could not normally afford to participate.

Kindergarten Busing

Narrative

This project provided a bus and driver to transport kindergarten children, living in the Fort Belknap area, to and from their homes during the change of sessions in the kindergarten program.

Project Objective

1. To alleviate parents of the problem of transporting their children to or from the kindergarten program.

Evaluation

The kindergaretn busing was very beneficial in eliminating a great deal of absenteeism.

Distar Aides

Narrative

This program provided aides for the teachers of the Distar instructional program.

Project Objective

1. To provide for smaller instructional groups and more individualized instruction.

Evaluation

The program was successful in meeting objective set.

Home-School Coordinators

Narrative

Home-school coordinators worked as liaison between the schools and parents.

Project Objective

1. To alleviate the high absenteeism rate, low achievement rate and high dropout rate in school district number 12

Evaluation

This was not a highly successful program because of lack of individual initiative on the part of the coordinators. We feel that the selection of new coordinators for the coming year will benefit the program.

Boarding Home Project

No evaluation supplied.

Hays/Lodge Pole Public School Districts

Hays/Lodge Pole schools had four Johnson-O'Malley (J.O.M.) projects for Fiscal Year 1978. They were Home-School Coordinators, Kindergarten, Guidance for Elementary and Guidance for High School. The schools were budgeted $42,544 for these projects. The number of students served was 351. There were 22 Indians employed by the schools as teachers, administrators, counselors, cooks and food service, bus drivers, janitors and home-school coordinators. The five-member school board was made up entirely of Indians.

High School Guidance

Narrative

This project consisted of testing, career education and counseling. Mr. Clabaugh related well with the students. It appeared that students felt free to talk over problems with him.

Project Objective

1. To better prepre students to function in an educational institution in the future and better prepare them for adulthood.

Evaluation

The attitudes of the students seemed better this year. This was a necessary and worthwhile project.

Home-School Coordinator

Narrative

The home-school coordinators worked toward improving the relationship between the home and school, parent and teacher, student and teacher. The project encompassed one high school coordinator and two elementary coordinators.

Project Objectives

1. To bring about awareness of the school and improve school attendance.
2. To improve grades of the students.

Evaluation

This was a good program and helped to develop a better feeling about the school. It brought the community and school closer together by keeping the community informed on school functions and progress of the students.

Kindergarten

Narrative

The kindergarten project is a continuing project. It builds and strengthens skills for a successful entry into the elementary school.

Project Objectives

1. To prepare our preschool children for adjustment to school.
2. To give an insight of what school is all about.
3. To help prepare the children emotionally.

Evaluation

The program was well planned and carried out. It was a successful and needed program.

Guidance for Elementary School

No final report included for this project.

Fort Peck Reservation

On the Fort Peck Reservation, four public school districts received funds from the Johnson-O'Malley program through the Office of Public Instruction. They were Brockton, Frazer, Poplar and Wolf Point.

Brockton Public School Districts

Brockton schools had five Johnson-O'Malley (J.O.M.) projects for FY '78. They were Summer Recreation Program, Indian Education Involvement as Teacher Aides, Expansion of Student Participation in School Activities, J.O.M. Special Project (J.O.M. Committee Travel), and Recreation and Enjoyment for the Student body. The schools were budgeted $39,730 for these projects. The number of students served was 239. There were 18 Indians employed by the school district as teachers, admininistrators, aides, cooks and food service, bus drivers, janitors and secretary. The three-member school board was made up entirely of Indians.

Summer Recreation Program

Narrative

The school, with the cooperation of the tribe, sponsored summer programs including baseball, softball, swimming, field trips and other appropriate activities at Brockton and Fort Kipp. Without the cooperation and assistance of the school, the young people of the community would be unable to take part in normal summer activities.

Project Objectives

1. To provide worthwhile use of leisure during summer vacation.
2. To reduce the potential for delinquency of the youth in the community.

Evaluation

No evaluation provided.

Indian Education Involvement as Teacher Aides

Narrative

Local persons of Indian ancestry were employed to assist the teacher by giving the student individual help and by doing routine clerical and other chores to release the teacher to work with the students. The aides also worked with the teacher in an advisory capacity regarding problems the students might be having outside of school.

Project Objectives

1. To increase the student achievement in all subject areas through individualized instruction.
2. To help the teacher understand problems that students have outside the school.
3. To help involve the community with the school by the employment of local people.

Evaluation

This was a highly successful program. The school continues to improve the program of individualized instruction and has developed a high level of confidence in the school by the Indian community.

Expansion of Student Participation in School Activities

Narrative

This project provided for the purchase of caps, gowns and senior portraits with J.O.M. funds as parental cost items.

Project Objectives

1. To permit the J.O.M. eligible students to fully participate in school sponsored activities.
2. To remove the financial stigma from certain aspects of the public school for J.O.M. eligible students.

Evaluation

This program was well received and should be continued. The development of criteria for eligibility continues to be a problem.

J.O.M. Special Project (J.O.M. Committee Travel)

Narrative

Trustees and members of the J.O.M. committee were sent to the Indian Education Conference in Missoula to improve their understanding of school leadership and trustee responsibilities.

Project Objectives

1. To upgrade trustees' knowledge concerning the rights and obligations of trustees.
2. To upgrade the trustees' knowledge concerning federal programs.
3. To upgrade and bring to the school new ideas concerning educational techniques.

Evaluation

This project was vital to the continued development and improvement of the school. Trustees have to be encouraged to participate in school affairs at state and national levels.

Recreation and Enjoyment for the Student Body

Narrative

This project brought programs into the school that would not otherwise be available to the students, such as guest speakers, films and plays. Students were also taken on field trips and other activities.

Project Objectives

1. To expand the knowledge of activities in which the student could be participated to experience worthwhile use of his leisure time.
2. To provide the student with productive recreation.

Evaluation

This project was successful in motivating students and in increasing the students' awareness of the larger world around them.

Frazer Public School Districts

Frazer schools had ten Johnson-O'Malley (J.O.M.) projects for FY '78. They were School Annual, Girls and Boys State, Arts and Crafts, Campus Visitations, 8th Annual Indian Education Conference, Bilingual/Bicultural, Kindergarten, Home-School Coordinator, Physical Education and Senior Caps, Gowns and Pictures. The schools were budgeted $21,253 for these projects. The number of students served was 172. Sixteen Indians were employed by the school districts as teacher, administrators, aides, cooks and food service, bus drivers, janitors and home-school coordinator. Of the three-member school board, two were Indian.

Bilingual/Bicultural Project

Narrative

A local Assiniboine elder was hired to give students instruction in the Asiniboine culture and language.

Project Objectives

1. To develop in students a conversational knowledge of their language.
2. To increase student awareness of their ethnic history.
3. To increase student awareness of their cultural heritage.

Evalutation

The program was successfully completed and was a big success.

Kindergarten

Narrative

A full-time kindergarten teacher was hired whose goal was to prepare children physically, mentally and socially for the first grade. An aide was also hired and instructional supplies were purchased.

Project Objectives

1. To develop the necessary motor skills in children.
2. To develop social skills and graces in children.
3. To familiarize children with the classroom environment.
4. To develop learning habits and behavior.
5. To discover and help to correct individual learning.

Evaluation

Readiness tests that were given showed that the children were much better prepared for first grade because of the kindergarten program.

Senior Caps, Gowns and Pictures

Narrative

This project provided for the rental of caps and gowns for graduation and for the purchase of senior pictures.

Project Objectives

1. To develop an interest in graduating from high school.
2. To encourage students to go on to higher education.

Evaluation

This project enabled the students to participate fully in the graduation ceremony and to have their pictures taken.

Physical Education

Narrative

This project provided athletic shoes for all J.O.M. eligible students who wished to participate in a sports program.

Project Objectives

1. To give every pupil a chance to participate in sports regardless of income status.
2. To promote more school spirit from everyone.
3. To upgrade the track program in order to reduce the dropout rate among students in the spring.

Evaluation

Athletic shoes were provided for eligible Indian students who participated in cross-country and basketball.

Home-School Coordinator Aide

Narrative

This project provided for an aide to assist the home-school coordinator in locating and contacting tardy and absent students each day. The aide worked with the home-school coordinator and guidance counselor to develop individual programs to help solve problems of students who were repeatedly absent or tardy without good reason.

Project Objectives

1. To cut the rate of absenteeism and tardiness by 20 percent during the 1977-78 school year.
2. To improve home-school communication and cooperation in solving school-related problems.
3. To improve student academic achievement in consequence of improved attendance.

Evaluation

An aide was hired from the Indian community to assist the home-school coordinator. No evaluation provided.

Arts and Crafts

Narrative

This project provided for the purchase of materials necessary to expand and upgrade the arts and crafts program. These materials were used for projects in the following areas: small woodcrafting, painting, drawing, beading and leather work.

Project Objectives

1. To increase student enrollment in art and craft courses.
2. To equip and supply an upgraded program in arts and crafts.
3. To develop student art and craft skills.
4. To increase student interest in school.
5. To increase opportunities for individual and cultural expression among our students.

Evaluation

This project was a success. Much work was also done in pottery.

Campus Visitations

Narrative

This project provided for seven high school seniors to spend six days visiting the following schools: Eastern Montana College, Rocky Mountain College, Billings Vo Tech Center, Billings Business College, Montana State University, College of Great Falls and Great Falls Vo Tech Center.

Project Objectives

1. To learn about post-secondary education by visiting with students, teachers, administrators and financial aid directors.
2. To learn about classroom environment by attending classes.
3. To learn about facilities available at each school.
4. To learn about special services for Indian students.
5. To provide a stimulus to attend a post-secondary institution.

Evaluation

Several of these seniors are now going on to college.

8th Annual Indian Education Conference

Narrative

This project provided for a staff member of the Frazer schools to attend the Indian Education Conference in Missoula and participate in the workshops.

Project Objectives

1. To display Frazer student activities in Native American Studies.
2. To maintain liaison with other Montana Indian educational programs.
3. To participate in various workshops.

Evaluation

A written report of all conference activities was presented to the J.O.M. committee and the board of trustees.

School Annual

Narrative

This project provided for the arrangement and printing of the school annual for Fiscal Year 1978.

Project Objectives

1. To foster school pride and spirit.
2. To provide journalism experience.
3. To serve as a permanent record of student activities.
4. To increase student interest in school.

Evaluation

This project was accomplished.

Girls and Boys State

Narrative

This project provided funds for sending delegates (one boy and one girl) to Girls and Boys State at Carroll College and Western Montana College.

Project Objectives

1. To learn theory of political processes.
2. To learn function of political parties.
3. To learn how candidates are chosen.
4. To learn how to elect officials.
5. To learn role of political office.

Evaluation

The delegates participated in Girls and Boys State and gave oral reports on their return.

Poplar Public School Districts

Poplar schools had seven Johnson-O'Malley (J.O.M.) projects for FY '78. They were East End Buses—Transportation Project, Band Equipment Rental, Indian Education Coordinator, Graduation Projects, Instructional Aides, Big Brother/Big Sister and Summer Program. The schools were budgeted $84,183 for these projects. The number of students served was 612. There were 39 Indians employed by the schools as teachers, administrators, counselors, aides, cooks and food service, bus drivers, janitors, home-school coordinator and others. Of the five-member school board, one member was Indian.

Instructional Aides

Narrative

Fifteen aides worked in the mornings, five days a week, in grades one to four. The people hired were instructional aides and were not assigned clerical duties.

Project Objectives

1. To provide a person in the classroom that Indian students could relate to.
2. To bridge gaps between Indian students and teachers.
3. To interpret Indian student needs to teachers who may not understand differences of the two cultures.
4. To improve school-community relations.
5. To improve school attendance.

Evaluation

Generally speaking, the program maintained a reasonably high degree of success. An area of concern by both the school administration and the Indian Education Committee was that of a few turnovers in aide personnel.

Big Brother/Big Sister Program

Narrative

This project provided for the selection of ten high school students to work with elementary students who were truant and in academic trouble.

Project Objectives

1. To provide primary and elementary Indian students, who have academic and social problems, with incentive to achieve in school.
2. To provide high school students with realistic view of school and student problems.
3. To reduce truancy and dropout rates.
4. To equip Indian high school students with special skills to help them become active in school affairs in later life.

Evaluation

The program has proven successful as it has helped the younger students to adjust to school, reduced truancy and dropout rates and helped with their academic work.

East End Buses—Transportation Project

Narrative

Bus transportation was provided, during inclement weather, for students living on the east end of town.

1. To lessen absentee and tardy rates.
2. To protect students during inclement weather.

Evaluation

Absentee and tardy rates have declined greatly because of this project. The bus was used by so many Indian students that it had to be increased to include three buses and one noon kindergarten route for 1978-79.

Band Equipment Rental

Narrative

Band instruments were rented for Indian students who could not afford to buy the instruments.

Project Objectives

1. To encourage Indian students to participate in music.
2. To help with the cost of renting or purchasing band equipment.

Evaluation

An average of thirteen students enroll in beginning band each year. Several of the high school band members began as J.O.M. band program students.

Indian Education Coordinator

Narrative

The Indian Education Coordinator was the key persom whom the school administration, Indian students and parents contacted on special needs of J.O.M. funds.

Project Objectives

1. To provide direct linkage between the involved parties.
2. To evaluate special needs of Indian students.
3. To provide justification of expenditures.
4. To coordinate special and general Indian Education meetings.

Evaluation

An ongoing evaluation was done during the school year and the amount of work assigned the coordinator justified the full-time position.

Graduation Project

Narrative

Due to the low income of many Indian families, funds were made available to pay for the necessary graduation expenses for graduating Indian seniors. Income eligibility criteria was developed by the Indian Education Committee to determine those students who qualified.

Project Objectives

1. To provide graduation expenses for graduating Indian seniors.
2. To help relieve the financial burden of low-income families.

Evaluation

This program was very successful.

Summer Program

Narrative

This project was designed to allow the students an opportunity to study and explore a new approach to learning. The area of study concentration encompassed the chronological time line from the early 1800's to the present with emphasis on student participation in discussion, research and discovery.

Project Objectives

1. To provide the student with geographical and historical information about Montana.
2. To broaden the student's knowledge of the state he lives in by experiencing and studying Montana history.

Evaluation

Twenty low-income Indian children—ten girls and ten boys—were given the opportunity to travel and see other places as they were provided with the historical background of Montana.

Wolf Point Public School Districts

Wolf Point schools had nine Johnson-O'Malley (J.O.M.) projects for FY '78. They were Expansion of Curriculum Offering, Breakfast Program, Home Visitors, Cold Weather Transportation, Parental Costs, Classroom Teacher Aide, Indian Club Activities, Committee Involvement in Education and Summer School Program. The schools were budgted $69,380 for these projects. The number of students served was 338. There were 21 Indians employed by the schools as teachers, counselors, aides, cooks and food service, bus drivers, janitors, home-school coordinator and others. None of the school board members were Indian.

Expansion of Curriculum Offering

Narrative

This project contained funds for an Indian Studies coordinator (J.O.M. director), a curriculum consultant for native skills, a math tutor, curriculum materials, telephone and office supplies.

Project Objectives

1. To help the Indian student retain the Indian culture.
2. To help build a positive self-image for the Indian student.
3. To give tutorial help and encouragement throughout the school year.

Evaluation

All objectives were successfully met during this school year. The coordinator and curriculum consultant provided many varied resources for teachers and students in their study of Indian history and culture. An Assiniboine dictionary was developed. The math tutor worked with over fifty students.

Breakfast Program

Narrative

This project was funded to provide breakfast daily to Indian children.

Project Objective

1. To keep attendance up and the children in school.
2. To improve the classroom learning situation.

Evaluation

The average number of breakfasts served per day was 135; breakfasts were served 172 days. Tardiness was reduced.

Home Visitors

Narrative

There was a lack of communication between the school and the Indian home. The home visitor provided the tie between school and home.

Project Objectives

1. To take care of problems before disputes arose between home and school.
2. To help cut absenteeism to a minimum.
3. To be of help to the Indian parents where their children were concerned.
4. To try to create an understanding between the parent and school personnel.

Evaluation

The program kept the absenteeism of elementary and high school Indian students relatively low. With the help of the home visitors, good communications were maintained between the school and the Indian parents.

Cold Weather Transportation

Narrative

The school district provided a bus and J.O.M. provided the driver and gas/oil to ensure Indian students transportation to and from school.

Project Objective

1. To eliminate excess absenteeism and tardiness to the degree that Indian students have attendance records comparable to non-Indian students.

Evaluation

Absenteeism and tardiness of the Indian students were greatly reduced but still were not comparable to non-Indian students.

Parental Costs

Narrative

This project provided help for Indian children by the purchase of clothing, eye glasses, rental of band equipment, etc., so that they could take part in activities in which they might not have participated otherwise.

Project Objective

1. To raise the level of Indian student participation in all school activities to that of the non-Indian.

Evaluation

Indian student participation in all school activities did increase. There were some problems for teachers, parents and students in understanding that the Indian child must be one-fourth Indian and eligible for free/reduced price hot lunches to qualify for this project.

Classroom Teacher Aide

Narrative

A teacher aide was provided to assist teachers at the Northside School.

Project Objective

1. To provide a model for Indian children who see no Indian in a position at the Northside School.

Evaluation

Indian students were aware of an Indian woman working at the school. With her as a model, the Indian students probably developed a more positive self-image.

Indian Club Activities

Narrative

Indian young people participated in group activities which were enjoyable and provided an opportunity for social acceptance.

Project Objectives:

1. To provide an opportunity for Indian students to function in a social activity designed to utilize their own Indian culture.
2. To provide encouragement and opportunities for the involvement of Indian students in club activities, social and recreational.
3. To provide the opportunity for high school Indian students to attend college functions such as Indian speech meets, college-based programs, youth practicum.

Evaluation

Indian students participated actively in Wowase Club (boys and girls in intermediate grades), boxing club and high school Indian club.

Committee Involvement in Education

Narrative

This project provided expenses of the Indian Education Committee for travel to Indian Education meetings. This included mileage and per diem to Billings, Helena, Missoula, Great Falls, etc.

Project Objective

1. To afford committee members the opportunity to attend Indian Education meetings and workshops.

Evaluation

No funds were expended from this project component.

Summer School Program

Narrative

Classroom time, work time and recreation time made up the program which was from the middle of June until the middle of August. Indian culture and customs were emphasized and Indian and non-Indian government, commerce and organizations were studied.

Project Objectives

1. To give added help to those children having trouble in school.
2. To teach the structure of the reservation.

Evaluation

Twenty-one Indian students completed the summer school course. They traveled to Poplar, Fort Peck Reservoir, Hardin, Miles City, Custer Battlefield and Saco Hot Springs. Students' job finding skills were developed. Their educational background was broadened through the use of films and filmstrips. They were involved daily in physical activity such as swimming, volleyball, baseball, football and tennis.

Rocky Boy Reservation

On the Rocky Boy Reservation, three public school districts received funds from the Johnson-O'Malley program through the Office of Public Instruction. They were Box Elder, Havre and Rocky Boy.

Box Elder Public School Districts

Box Elder schools had eight Johnson-O'Malley (J.O.M.) projects for FY '78. They were Elementary Teacher Aides, Headstart, Parental Cost Alleviation, J.O.M. Committee Travel and Expense, Home-School Coordinator, Summer Program, Indian Days at Institutions of Higher Learning and Boy's and Girl's State. The schools were budgeted $32,237 for these projects. The number of students served was 335. There were ten Indians employed by the schools as teachers, aides, cooks and food service and home-school coordinator.

Elementary Teacher Aides

Narrative

The aides worked directly with certified teachers and individual students on a regular schedule. They provided extra assistance to the teachers in the preparation of materials and performed all duty tasks as assigned.

Project Objectives

1. To stimulate students in a positive direction and provide a frame of reference for individual achievement.
2. To allow more teacher time for actual instruction while the aide prepared materials.
3. To provide on-the-job training in preparation of educational materials.

Evaluation

Teacher aides were employed in grades one through six. The aides accomplished many of the menial tasks within the classroom giving the teacher additional time to prepare for instruction of class.

Headstart

Narrative

A part-time certified teacher and a full-time Indian teacher aide were employed to provide instruction for preschool children.

Project Objectives

1. To continue development of positive attitudes toward self, school and peers.
2. To develop/increase communication skills.
3. To develop self discipline and effective learning behavior.
4. To increase parental involvement in their children's future.

Evaluation

The students learned positive attitudes toward school and self. Intellectual growth of individual students was apparent. They learned the self discipline required for life within the classroom.

Parental Cost Alleviation

Narrative

This project provided students materials for athletics, cheerleading and other extracurricular projects.

Project Objectives

1. To increse student participation in school-related activities.
2. To relieve financial burden of needy parents.

Evaluation

This project enabled students to participate in extracurricular activities who, otherwise, would have been unable to do so.

J.O.M. Committee Travel and Expense

Narrative

This project provided for the J.O.M. Committee to attend state meetings.

Project Objectives

1. To improve the J.O.M. Committee participation.
2. To increase the efficiency of the J.O.M. Committee.
3. To increase awareness to the existing projects throughout the state of Montana.

Evaluation

Committee members participated more fully in the meetings. The committee members,who attended the state meeting, were exposed to projects which the other schools in the state exhibited.

Home-School Coordinator

Narrative

The home-school coordinator was responsible for going to the homes to visit with the parents and acting as a liaison between the parents and schools when children were having problems.

Project Objectives

1. To provide more assistance to children having school-related problems.
2. To provide Indian parents more access to the school and the classroom.
3. To build more lines of communication between the reservation community and the school.
4. To develop more parental involvement in all school matters.
5. To decrease the absentee rate.

Evaluation

These home visits were an avenue by which Indian parents could have input into the Box Elder schools. Absenteeism of Indian students decreased as a result of this project.

Summer Program

Narrative

This project provided for an eight week program from early June to August. The program content included reading, arts and crafts, educational films and recreational activities.

Project Objectives

1. To maintain and improve reading and math skills.
2. To provide recreational opportunities.
3. To increase social development.

Evaluation

There were about forty-five students who participated in the Summer Enrichment Program. Students who participated experienced intellectual growth through participation in the enrichment activities as well as the academic areas.

Indian Days at Institutions of Higher Learning

No final report provided for this project.

Boy's and Girl's State

No final report provided for this project.

Havre Public School Districts

Havre schools had six Johnson-O'Malley (J.O.M.) projects for FY '78. They were Native American Guidance/ Cultural Program, Summer Remedial Math & Reading Tutorial Program, Indian Education Committee Expense, Parental Cost Program, Preschool Education Program and Extra-Curricular Transportation & Supervision. The schools were budgeted $32,650 for these projects. The number of students served was 239. Ten Indians were employed by the schools as janitors, counselors, aides, cooks and food service, bus drivers, janitors and home-school coordinator. One member of the seven-member school board was Indian.

Extra-Curricular Transportation & Supervision

Narrative

This project provided funds for Indian pupils to attend extra-curricular activities with adult supervision.

Project Objectives

1. To increase involvement of Indian pupils in school extra-curricular activities.
2. To increase effectiveness of Indian clubs in the junior and senior high schools.
3. To provide individual and group transportation to Indian pupils.

Evaluation

The Indian Education Advisory Committee believes this project was necessary and successful in FY '78.

Indian Education Committee Expense

Narrative

The Indian Education Committee has certain responsibilities under law to hold public meetings for Indian parents and conduct other activities related to the J.O.M. program. In some cases, the committee members traveled to attend necessary meetings to assist them in discharging their duties.

Project Objectives

1. To send committee members to necessary meetings (state, regional or national).
2. To involve Indian parents in the local Indian education program.
3. To secure parent/adult participation in the work of the committee.
4. To carry out the responsibilities of the Indian Education Committee.
5. To involve students in the work of the committee.

Evaluation

Regular meetings were held throughout the school year and were open to parents and staff members. The committee met all of their responsibilities at a high level in 1977-78.

Parental Cost Program

Narrative

Necessary equipment and school supplies were provided to needy Indian pupils by the money made available by this project. The committee required individual applications from pupils and followed school lunch guidelines as to eligibility for assistance.

Project Objectives

1. To assist Indian pupils to participate in social and extra-curricular activities.
2. To provide travel expense money for Indian students.
3. To provide assistance with expense of school-related needs.
4. To encourage Indian pupils to remain in school by providing supportive funds for supplies and equipment.

Evaluation

The committee believed that the five objectives stated in the application were achieved.

Preschool Education Program

Narrative

This program was designed to meet the special needs of the three-, four- and five-year old pupils with preference given to older children should the enrollment become too large. The instructional program was planned to upgrade the basic preparation of all pupils for entrance into the regular first grade of the Havre public schools.

Project Objectives

1. To provide experiences to prepare Indian children for entrance into first grade.
2. To provide language experiences to upgrade language skills.
3. To provide health and nutritional services.
4. To provide learning experiences common to white, middle-class children.
5. To provide an introduction to Indian culture and history.

Evaluation

The committee believed that this project operated in an excellent manner this year and gave these preschool children the best possible educational experience. It met the special needs of the preschool children at a very high level.

Native American Guidance/Cultural Program

Narrative

A full-time, certified staff Indian member was hired to serve in a guidance/counseling role and to develop cultural educational packages for use by teachers in the Havre school system to teach units in appropriate academic areas on Indian history and culture.

Project Objectives

1. To provide guidance/counseling services for Indian pupils.
2. To provide cultural eductional program materials/units for loan to teachers.
3. To increase awareness and knowledge of Indian history and culture among all pupils and teachers in this school system.
4. To provide family/parent counseling to support regular counseling program of this school district.

Evaluation

The committee considered this project to be successful this year and they believed it will become more effective in the future.

Summer Remedial Math and Reading

Narrative

Four tutors and a learning specialist were hired for four weeks and developed individualized programs for each pupil participant.

Project Objectives

1. To improve basic skills in reading and arithmetic.
2. To reduce summer vacation regression in reading and arithmetic.
3. To provide individual instruction directed to identified weaknesses of each pupil.
4. To give pupils an experience of success in school work.

Evaluation

Attendance of the pupils was excellent throughout the four summer weeks and significant improvement was shown in most cases.

Rocky Boy Public School District

Rocky Boy school had two Johnson-O'Malley (J.O.M.) projects for Fiscal Year '78. They were J.O.M. Committee Travel and Teachers' Aides. The school was budgeted $64,864 for these projects. The number of students served was 390. There were 59 Indians employed by the school distrit as teachers, administrators, aides, cooks and food service, bus drivers, janitors, home-school coordinator and others. The five-member school board was comprised entirely of Indians.

J.O.M. Committee Travel

Narrative

The J.O.M. Committee traveled to workshops, conventions, conferences and training sessions that allowed them to acquire current and up-to-date information on J.O.M. contracting and funding of educational programs for Indian children.

Project Objectives

1. To attend conferences, conventions, workshops and training sessions that were related to education in general and specifically to Indian education.
2. To keep abreast of all current changes and development of programs that benefitted Indian children.
3. To attend meetings to assist the tribe in their efforts to develop a J.O.M. contract with the Bureau of Indian Affairs.

Evaluation

The amount budgeted was used for the purpose of attending the state Indian Education Conference and J.O.M. workshops during the year.

Teachers' Aides

Narrative

Teacher aides were assigned to all teachers within Rocky Boy elementary school for a full school term. The aides were given teaching duties as well as routine record keeping to perform. This served as on-the-job training experience.

Project Objectives

1. To provide students with one-to-one adult relationship.
2. To provide students with intensified remedial help and individualized instruction.
3. To provide Indian students with role models.
4. To provide on-the-job training and experience for prospective teachers.

Evaluation

A survey of the teachers confirmed that all were in favor of the project. The aides attended classes that were offered through Northern Montana College.

JOHNSON-O'MALLEY ANNUAL FINANCIAL REPORT

Receipts

Balance carried forward July 1, 1977		$ 277,625.14
Johnson-O'Malley 1978 Contract	$ 684,200.00	
Administration Transferred to 1978	$ 25,362.23	
Refunds from Schools	$ 34,832.65	
TOTAL		$ 744,394.88
TOTAL FUNDS AVAILABLE		$1,022,020.02

Expenditures

1.	Administration		$ 60,311.00
2.	Youth Practicum		$ 34,903,68
3.	Speech Meet		$ 3,529.00
4.	Parental Costs		$ 18,384.18
5.	JOM Committee Costs		$ 9,304.78
6.	Special Programs — District		$ 496,739.98
	A. Guidance and Counseling	$ 30,091.89	
	B. Attendance and Home Visitor	$ 37,820.51	
	C. Education Aides	$ 158,484.38	
	D. Education Tutors	$ 46,813.44	
	E. Study Centers	$ 194.14	
	F. Indian Culture and History	$ 41,494.66	
	G. Curricular Offerings	$ 27,583.60	
	H. Inservice Training	$ -0-	
	I. Special Education	$ 2,960.00	
	J. Summer Programs	$ 72,900.15	
	K. Other Special Programs	$ 78,397.21	
7.	Kindergarten and Preschool		$ 33,156.40
TOTAL EXPENDITURES			$ 656,329.02

Balance 1978 Funds Remaining ..... $ 363,379.03

JOHNSON-O'MALLEY ADMINISTRATIVE BUDGET

Fiscal Year 1978

Code			
1108	Salaries, Professional	$19,324	
1109	Salaries, Support	9,079	
1400	Employee Benefits, Professional	2,679	
1400	Employee Benefits, Support	1,248	
	Personal Services		$32,330
2100	Contracted Services	4,126	
2200	Supplies and Materials	1,500	
2300	Communication	2,500	
2400	Travel, In-State	5,500	
	Out-of-State	2,000	
	Non-Staff	3,500	
2800	Other (Dues, subscriptions, etc.)	500	
	Operations		19,626
5000	Equipment	500	500
	Indirect Costs		16,574
	TOTAL		$69,030

Indirect Cost Rate: 31.9%

Total Personal Services + Operations	$51,956
Indirect Cost Rate	x.319
	$16,574

TABLE I

Montana Johnson-O'Malley Act Allocations and Number of Eligible Indian Student Participants for Fiscal Years 1948-1978

Fiscal Years	Allocations	Number of Eligible Participants
1948	$ 176,944	2,720
1949	176,944	2,906
1950	288,188	3,139
1951	389,081	2,947
1952	389,082	3,058
1953	374,528	3,107
1954	292,794	3,046
1955	608,190	3,190
1956	400,800	3,472
1957	460,702	3,737
1958	497,000	3,546
1959	266,260	3,509
1960	100,000	1,574
1961	118,187	3,103
1962	72,364	2,377
1963	133,769	2,197
1964	36,016	2,210
1965	64,058	2,175
1966	87,405	2,018
1967	116,929	2,204
1968	127,045	2,300
1969	179,914	3,191
1970	577,987	4,287
1971	722,000	5,418
1972	909,250	6,094
1973	1,060,000	7,613
1974	1,060,000	6,666
1975	1,060,000	6,869
1976	1,212,234	6,243
1977	850,552	4,064
1978	684,200	4,501

SUMMARY OF ALLOCATIONS

Other Special Projects

University of Montana Speech Meet	$ 4,500
Inter Tribal Youth Practicum	35,000
TOTAL	$39,500

TABLE II

Johnson-O'Malley Allocations by Reservation

Reservation	Total Johnson-O'Malley Funds
Crow	$185,543
Fort Belknap	90,767
Fort Peck	180,246
Rocky Boy's	119,114
TOTAL	$575,670

District	No.	Total	Enrollment J.O.M. No.	Enrollment J.O.M. %	FY '77 Taxable Valuation	FY '77 Tax Levy	FY '77 ANB	General Fund Budget	P.L. 874 Entitlement	Title I Receipts	J.O.M. Receipts
Box Elder Elementary	13		194		$ 851,347	6.26	174	$ 239,021	$ 119,039.13	$ 12,629	$ 27,626
Box Elder High School	G		141		851,347	11.31	132	249,258	135,056.35	3,994	4,611
Brockton Elementary	55	195	286	95	382,408	46.93	145	218,556	107,808.90	18,265	19,365
Brockton High School	55F	56	53	95	382,408	23.03	47	126,025	59,681.18	13,860	20,365
Frazer Elementary	2	134	117	87	1,158,107	65.84	134	226,082	141,157.20	48,245	12,580
Frazer High School	2B	61	55	90	2,086,224	10.29	69	165,821	78,801.25	24,679	8,673
Hardin Elementary	17H	1,297	586	45	18,378,809	22.86	1,202	1,467,220	583,769.78	102,918	33,583
Hardin High School	1	477	136	29	19,647,030	12.66	448	693,901	134,103.66	33,247	9,400
Harlem Elementary	12	419	260	62	2,091,490	24.56	401	462,121	172,532.89	31,072	29,849
Harlem High School	12	176	91	52	3,621,749	32.60	173	404,556	81,930.80	14,943	30,364
Hays/Lodge Pole Elementary	50	240	240	100	187,413	4.69	163	388,322	151,073.34	66,636	35,544
Hays/Lodge Pole High School	50	111	111	100	187,413	5.31	89	346,492	109,144.74	23,309	8,000
Havre Elementary	16	1,689	173	10	16,986,134	50.24	1,617	2,307,566	27,645.75	62,613	31,650
Havre High School	A	1,070	66	6	20,273,503	34.63	1,037	1,597,169	26,228.61	62,325	1,000
Lodge Grass Elementary	27	349	266	76	2,059,114	13.17	339	435,411	226,164.79	62,297	13,757.50
Lodge Grass High School	2	210	156	74	27,431,266	3.74	143	337,256	152,984.51	36,029	16,482.50
Poplar Elementary	9	611	459	75	6,267,109	5.97	585	751,226	390,147.18	75,429	51,032
Poplar High School	9B	269	153	57	6,267,109	18.19	253	437,881	158,562.95	42,635	33,151
Pryor Elementary	2	80	59	74	838,976	12.10	76	140,483	49,132.31	34,302	18,500
Pryor High School (Plenty Coups)	3	67	61	91	838,976	39.04	44	140,483	117,466.78	12,854	16,200
Rocky Boy Elementary	87	390	390	100	113,208	1.45	282	422,937	386,923.20	78,566	66,864
Wolf Point Elementary	45	796	240	30	5,042,879	57.20	690	826,599	147,630.94	59,673	47,690
Wolf Point High School	45A	398	98	25	7,795,559	35.44	407	633,322	58,534.16	42,817	21,690
Wyola Elementary	29	107	84	78	1,181,317	43.11	100	167,334	94,792.25	15,953	24,931

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Final Report of Johnson—O'Malley Eligible Students

Fiscal Year October 1, 1977 to September 30, 1978

Enrollment of JOM Eligible Students by Age and Grade for the Fiscal Year																	Total JOM Enroll	(1)	(2)								(3)	(4)
Age / Grade	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+		Transfers	Dropouts a	b	c	d	e	f	g	h	Total Compl.	Total Dist. Enroll
KG	14	232	121	6													373	55	5								313	689
1		2	230	166	26	1											425	62	2		1						360	837
2			4	172	148	40	2										366	50									316	715
3				11	198	122	49	1	2								383	55						1		1	326	690
4					5	125	122	64	8	4							328	30							1		297	656
5							128	130	56	18	1						333	43	4		1				1		284	634
6								145	126	79	5	1					356	42	2								312	670
7								4	157	127	68	6	1				363	49								5	309	725
8									9	144	157	48	12				370	61	1		1					4	303	759
El. Ug.	8		15	34	5	1	6	9	4		1						83										69	119
Total Elem.	22	234	370	389	382	289	307	353	362	372	232	55	13				3,380	447	14		3			1	2	10	2,889	6,494
9										1	214	97	50	11			373	50	11	1		1		1	1	32	277	860
10												163	73	42	12	2	292	33	3	1		1	2			36	221	768
11													132	83	24	3	242	33	3	6		1		2		14	183	681
12													15	108	57	21	201	13		1	1		3			19	164	641
Sec. Ug.										1	1	1	3	5	2		13	1									12	25
Total Sec.										2	215	261	273	249	95	26	1,121	130	17	9	1	3	5	3	1	101	845	2,975
Total Elem. & Sec.	22	234	370	389	382	289	307	353	362	374	447	316	286	249	95	26	4,501	577	31	9	4	3	5	4	3	111	3,734	9,469

(1) Students known to have re-enrolled in another school of any type during the fiscal year.

(2) In reporting numbers of dropouts, show numbers and alphabetical keys by grade for the following categories: (a) withdrawn by parents, (b) marriage, (c) employment, (d) detained by law agencies, (e) illness, (f) death, (g) expelled, (h) other. Example: If five students are dropouts from the 11th grade from which two left school for marriage and three left for employment, show as follows in grade 11 block of dropout column: 2b, 3c.

(3) Total number of JOM eligible students completing the fiscal year (subtract sum of column (1) and column (2) from Total Indian Enrollment).

(4) Total Enrollment of Students in the district for the fiscal year, regardless of ethnic group.

Note: Elementary Ungraded (El. Ug.) may include pre-kindergarten as well as special students in any category.
Secondary Ungraded (Sec. Ug.) includes all special students of high school age.

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